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ABSTRACT

"What is Language" is a course involving the study of the origin of language, language misconceptions, linguistics, semantics, communication, symbols, persuasion, and word manipulation. With the major concept of how language works in mind, the course includes the following: word order of English sentences; word classes and structure words; basic sentence patterns; theories of language origin and their limitations; the communication process and barriers to communication; levels of usage of language and language style; aspects of silent languages; suiting language to the situation; verbal and nonverbal symbols; the persuasive elements of language and techniques of propaganda; reports, judgments, and inferences; connotation and denotation of words; abstract words; and common misconceptions concerning language. (CL)

ED 064727

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

WHAT IS LANGUAGE?

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5115.36
5116.36

English

CS 200 018

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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Written by Barbara Lamb
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: WHAT IS LANGUAGE?

COURSE DESCRIPTION: The study of origin of language, language misconceptions, linguistics, semantics, communication, symbols, persuasion, and word manipulation.

I. PERFORMANCE OBJECTIVES

A. Given a group of sentences in the word order of an English sentence, the student will recognize the sentence pattern.

B. Given a theory of the origin of language, the student will specify limitations of the theory.

C. Given the premise that we communicate according to the situation, the purpose, and the receiver, the student will demonstrate the language he would use in a situation.

D. Given an opportunity to examine language as a system of verbal and nonverbal symbols, the student will predict the effect of these symbols on communication.

E. Given a group of verbal and nonverbal symbols, the student will deduce the emotional values people tend to place on these symbols.

F. Given a group of sentences, the student will determine if each is a report, a judgment, or an inference.

G. Given the premise that language is a symbolic system of communication, the student will differentiate between denotation and connotation of words.

H. Given a group of abstract words, the student will discover that abstract words have many implications and different meanings to different people.

I. Given an opportunity to investigate and discuss different levels of language as well as different languages, the student will discover that no one dialect or language is better than any other.

II. COURSE CONTENT

A. Rationale

What is language? How did it begin? Where did it come from? These questions cannot be answered easily nor do people really agree on any one answer. Several theories of the origin of language have been proposed but each theory has its limitations. One proposition that linguists do agree on though is that language itself is a miracle.

The use of this miracle called language presents another problem. How effectively do we communicate by using language? Do we express ourselves exactly? Do we comprehend the meanings of others accurately? Is language manipulated to serve certain purposes? How is language used to persuade? What effects do words have on attitudes and actions? What ways do words in a language cause misunderstandings? Can we communicate without using words?

B. Range of subject matter

The understanding of how language works is the major concept of this course. With the above questions and this major concept in mind, this course will include the following:

1. Word order of English sentences
2. Word classes and structure words
3. Basic sentence patterns
4. Theories of language origin
5. Limitations of the theories of origin of language
6. The communication process and factors of the process
7. Barriers to communication
8. Levels of usage of language and language style
9. Aspects of silent languages and how they operate
10. Suiting language to the situation
11. Verbal and nonverbal symbols in communication
12. The persuasive elements of language and techniques of propaganda
13. Differences in and effects of reports, judgments, and inferences
14. Connotation and denotation of words

15. Connotative power of words
16. Meanings and implications of abstract words
17. Common misconceptions concerning language

III. TEACHING STRATEGIES

A. Given a group of sentences in the word order of an English sentence, the student will recognize the sentence pattern.

1. Give a group of sentences--some in the word order of English and some not. Have students distinguish which is which.

2. Show the soundstrip "Word Order" from Understanding Your Language Series.

3. Demonstrate the grammatical patterns of English sentences. Use nonsense sentences and poorly structured sentences.

4. Use acetates to show the structure words and word classes. Show the soundstrips "Grammar in Words: Form Words" and "Grammar in Words: Structure Words" from Understanding Your Language Series.

5. Assign students to write several sentences showing the free-wheeling adverb.

6. Show students the interchange in position and function of the word classes i.e., plan (noun, verb, adjective); spring (all four classes).

7. Have students use a list of sentences and indicate which basic pattern each sentence illustrates.

8. Assign students to write sentences using each of the sentence patterns.

9. Assign students to write a paragraph using each of the sentence patterns one time each.

10. Give students a series of sentences using only ten to fifteen words. Have them rewrite the sentences in as many ways as possible.

11. Give students sentences that illustrate that punctuation aids in communicating the message as it was intended to be communicated.

12. Ask students to research the trends in modern English usage (who or whom, shall or will, let or leave, slow or slowly, farther or further).

13. Have students investigate modern advertising that employs structure shifts i.e., easy open, us would rather fight, Winston tastes good like a cigarette should, flip top, pour spout, bottle return.

14. Have students investigate codes of various kinds: visual, auditory, and linguistic.

15. Have students identify the meaning by listening to the stress and intonation of the following examples or of others: White House, white house; hot plate (appliance or a plate that is hot) old stone pitcher (pitcher made of stone and a pitcher that is made of stone and is old) big game hunter (a big hunter of game and a hunter of big game).

16. Use tape-recordings of students' voices for analysis. What contributes to their speech?

17. Have students study the speech of a child, noting the basic structure of sentence patterns. Ask them to bring in a paragraph illustrating basic, early speech patterns.

18. Compare word order of an English sentence to the word order of a sentence in another language. Bring in a sentence or two from a particular foreign language and compare the word order of it with the English form.

19. Show the soundstrip "Basic Sentence Ingredients" from Understanding Your Language to summarize word patterns and ways structure words signal form words.

B. Given a theory of the origin of language, the student will specify limitations of the theory.

1. Introduce theories about how man learned to speak: gesture, ding-dong, pooh-pooh, yo-heave-ho, bow-bow, and divine gift for class discussion.

2. Have a student read and report on Genesis, chapter 2, verses 18-20 and chapter 11, verses 1-9. The class should explain the different ways these stories could be interpreted (literally--language as a divine gift, man attained language(s) at different stages, or figuratively--first language produced out of necessity and creative power in man.)

3. Have students list words that would seem to suggest the validity of each language theory.

4. Have students pantomime the origin of a particular language theory.

5. Put students in groups to discuss the theories of language origin--their strengths, weaknesses, illogical points, logical points, and have them report back to class.

6. Ask students to interview five people. They should ask them to guess what man's first words were and under what circumstances they were spoken. Tell students that they can accept humorous as well as serious answers. Have them report their findings to class and then discuss them.

7. Have students draw a creature--name it, tell how it communicates, and give an example of its communication.

8. Ask students to prepare research on the origin of one of the theories of language and then report and defend their findings.

9. Have students research the origin of the alphabet. (They could make transparencies or posters to illustrate the presentation.) Show soundstrip "Words Come to Life" from Linguistic Backgrounds of English Group to show evolution of the alphabet.

10. Have students try their hand at picture writing. Ask them to write a very short story and then a translation, using as few words as possible. They should match the two versions and notice the words, syntax, and punctuation marks they had to supply in order to have the written version make sense in English.

11. Have students research picture writing of primitive tribes such as the Babylonians, Egyptians, Minoans.

12. Assign written review of books pertaining to the origin of language.

13. Have class read material prior to discussion of the origins of speech.

14. Have students coin words to fit the hypotheses of language *origins*.

15. Use the soundstrip "Language" as the basis of a discussion on the origin of language and its function in human interaction.

16. Divide the class into groups which will try to create their own theory of the origin of language. They should state evidence to support their theory.

17. Have these groups report to the class; then have the students write a composition on one of the new theories, stating why it seems the most feasible of the ones presented and specifying its limitations.

18. Explain how man still makes new words because of sound; i.e., onomatopoeia (meow, bowwow), reduplication (fuddy-duddy, teeny-weeny), sound symbolism (clatter, click, snore, snort). Then have the students examine a list of words to determine which words are examples of each process.

19. Have a student research the history of the Rosetta Stone and report to the class.

20. Show <u>The Alphabet Conspiracy</u> and conduct a discussion on the advantages the English alphabet has over pictograms, logograms, ideograms, and phonograms for written communication.

21. Have individual students research and report on the contributions to written language made by the following: Book of Kells, Runes, St. Patrick, Bede, Alfred the Great, Johann Gutenberg, William Caxton, printing type, printing presses, bookbinding, data processing.

22. Have a student read and report on Ludovici's Origins of Language.

C. Given the premise that we communicate according to the situation, the purpose, and the receiver, the student will demonstrate the language he would use in a situation.

1. Have students research and report their findings of apes, birds, or dolphins talking.

2. Have students study codes such as Morse, espionage, cryptograms and show how these codes relate to communication.

3. Have students investigate universal or international languages such as Esperanto and Interlingua. Have them find passages and put them on transparencies. See if they can translate any of the words into English. What are some advantages and disadvantages of an international language?

4. Have a discussion on the pro's and con's of English as a universal language.

5. Have groups of students investigate the following and present their findings as a panel or symposium: Language of Pilots, Indian Sign Language, Codes of Teenagers Today.

6. Some parrots have been known to acquire imitative vocabularies of close to 100 words. Ask students to write a paragraph telling why they do or do not think that the parrot's imitative cries are communication.

7. There have been some recorded cases of children who have been reared by animals. In every case the child

so reared, cut off from all human contact, failed to develop speech. Ask students to explain what this fact suggests about human speech.

8. Point out that communication is a process, that man is not just a thing doing things. Man is a whole complex series of actions. Discuss the elements of the communication process.

9. Give students the factors in the communication process: message, sender, receiver, how the message is sent and how it is received, and the purpose, occasion, and medium.

10. Show the film Communication: Exchange of Ideas and discuss.

11. Lead a discussion about some of the groups of people who have a difficult time communicating. Include in the discussion the reasons why. Suggestions: races, parents and children, peer groups, superiors with inferiors, etc.

12. List some of the common communication barriers. Suggestions: culture, language backgrounds, unfounded prejudice. Then list some of the things man has in common that he can use as a beginning for communication.

13. Have students read the short story "Rope" by Katherine Anne Porter and/or "Home Burial" a poem by Robert Frost and discuss the following as illustrated in the story and poem: inability to communicate, blocks to understanding, and barriers to communication and how they could be overcome.

14. List and give examples of some of the elements vital to communication: experiences (one communicates in three ways, physical touch, visible movements, and symbols both audible and visual). Experiences are selected, and, therefore, individual experiences are different; common words do not have common meanings; many statements such as "Too much freedom is dangerous," or "I've got a run" would mean different things if said by different people. These could be illustrated through the use of transparencies.

15. Show the film Eye of the Beholder and discuss some of the communication barriers which exist and explain why they exist.

16. Have a discussion to generate examples of the fact that people sometimes fail to communicate because of a different language style. Have students read and discuss "Buck Fanshaw's Funeral" by Mark Twain as an example.

17. Lead a discussion and give examples (possibly from literature) of the levels of usage of language such as the vernacular, the uneducated, and the cultivated.

18. Have selected students read The Five Clocks by Martin Joos and report to class.

19. Define what silent language is. Give illustrations and examples of the different facets of silent language: time, space or distance, touch, facial expressions, gestures, colors, size.

20. Have students observe and compare the ways different teachers handle space in the classroom and then report on their observations.

21. Have students investigate sources for a definition of communication, compare and contrast them, and then devise a definition of their own. Discuss some of the important elements of communication.

22. Show the soundstrip "How We Communicate" from the Linguistic Backgrounds of English Group 2 which concerns the communication process.

23. Ask students to discuss the idea that we fit the language to the situation or vice versa. Ask them to give a situation in which they would use or find the following: Hi, wave, wink, Greetings, a scream, nod of the head, To Whom It May Concern.

24. Give students examples of conversations in which two people failed to communicate. Have them read their written version as a dialogue and then discuss why there was a communication breakdown.

25. List some of the nonverbal ways of signaling between speakers in a face-to-face conversation. Have students pantomime some examples.

26. Ask students to observe the signals used in actual conversations inside and outside of school. They should list some differences in language and visual signals between people who know each other well and people who are strangers.

27. Have students describe some different communication situations. They should include in their descriptions, the media for communication, the tone of language, and the degree of formality or informality.

28. Lead a discussion of the various purposes of communication--to inform, to inspire, to direct, to persuade, to entertain, to socialize, to perform. Point out that we must suit language to the purpose. Give examples or have students give examples.

29. Have various students report on different sections of The Silent Language by Edward Hall.

30. Ask students to keep a daily log of how they communicate with time, distance, color, etc.

31. Ask students to write several different kinds of language specimens which illustrate different purposes.

32. Have students write a narrative in which the main character's dialogue changes in style to suit the situation.

33. Ask students to watch a TV program--situation comedy or action story but to turn the volume down and then write a summary of the plot indicating how gestures, facial expressions, and other nonverbal signals enabled them to follow the story.

34. Set up situations in which students are to point out, define, or give the medium, the message, and the method for enacting each situation. Some examples of situations: teacher to several students about to throw paper airplanes

in class; a lawyer to a client who is screaming at the judge; a patient to a dentist whose drill just hit a nerve; a woman responding to a phone solicitation for magazines while she is cooking dinner.

35. Have students compare a radio with a TV commercial for effectiveness of the visual with sound in communication. Hold a class discussion on their findings.

36. Have students read "Communication among All People, Everywhere" by Margaret Mead and Rudolf Modley and then hold a class discussion.

37. Ask students to chart five instances of spoken communication in which they engage during the course of the day. Have them include the factors of occasion, of purpose, and of audience and then explain how these factors influenced the language they used.

38. Tape-record several examples of different types of televised oral presentations. Try to include a comedian, a panel, a news broadcast, a political address. Play the tapes and ask students to analyze each sample according to occasion, purpose, audience, level, style, etc.

D. Given an opportunity to examine language as a system of verbal and nonverbal symbols, the student will predict the effect of these symbols on communication.

1. Ask students to draw a picture of a hat, a dog, and/or a cup. Have them pass them in and then show them to the rest of the class for a comparison of differences in interpretations. This will illustrate that common words do not have common meanings.

2. Make transparencies that illustrate verbal and nonverbal symbols and ask class to name referents for each.

3. Have students assign meanings or symbols to a list of words or phrases and to a group of nonverbal symbols.

4. Ask students to read "Everything Has a Name" from The Story of Helen Keller which gives the account of her first recognition of a word as a symbol. Discuss. View a film about Helen Keller for the same purpose.

5. Have students either pantomime or demonstrate a code, a symbol, or a signal. Have other students in class classify and explain.

6. Show the soundstrip "Language and Common Understandings" from Linguistic Backgrounds of English Group 2 to illustrate how ideas translated into written words, speech, gestures, and visual symbols convey meaning.

7. Show the soundstrip "Symbols and Everyday Language" from Linguistics Backgrounds to English Group 2. It defines, categorizes, and shows how symbols evolved in our language.

8. Ask students to think of names given to athletic teams. Why were these names chosen?

9. Have students list five symbols that they encounter everyday. State what they think each represents.

10. Ask students to identify what the following conventional symbols might represent: sun, winter, moon, road, bridge, autumn, laurel, red, lion, sunrise, tinsel, crown, flag, drum.

11. Ask students to make a list of all the symbols they see on their way to school. Do they understand them all? Have them try to classify the symbols.

12. Have reports on the new symbols such as the peace symbol that have developed recently.

13. Lead a discussion about superstitions that show a confusion of the symbol and reality. Ask students to give examples.

14. Point out that symbols are chosen arbitrarily and will differ from culture to culture. Ask students to explain some examples of this concept such as: bowing in oriental countries; saluting in the military; wedding ring placement; wearing white or black for mourning; prices marked on goods in markets; catching a bridal bouquet; walking under a ladder.

15. Ask students to invent some symbols for messages--gestures, actions, or words--describe the symbol and the messages they represent; teach them to a small group of friends and use them for a few days. Then see if others can guess what they are communicating.

16. Have students name or list five different symbols that have no apparent connection with the reality they represent. Have them write the usual meaning of each symbol and then try to create a new symbol that would suggest the reality of each meaning.

17. Ask students to explain what each of the following symbols might stand for to a person seeking it and to give reasons why that person would desire it. (People act as though the symbol were more important than the real thing it represents.) Examples: having the whitest teeth, being a class officer or student council officer, being on the superior honor roll or being tapped for NHS, having the longest hair or the most unusual moustache in school, wearing the "in" fashions, owning the best sportscar, vacationing in places outside the U.S. every year.

18. Have students compare ads in magazines that appeal to teenagers with those that appeal to adults. Do the ads rely on the same kinds of symbols? Have students write one or two paragraphs explaining the types of products advertised, the symbols used in the ads, the promises they imply, and the type of audience each one is attempting to reach.

19. Have students catalog examples of symbols that they wear, carry, or otherwise display. What are their avowed purposes? What do they really indicate?

20. Show a film that contains no dialogue but does contain symbolic meanings such as Neighbors, Two Men and a Wardrobe, The Hunter and the Forest, The Deer and the Forest. Have students point out the symbols and discuss the meaning of these symbols to them.

21. Have students find and bring to class examples of advertisements which are based on the assumption that words are things. Ask students to show and explain their examples to the class. Discuss.

22. Lead a discussion on the idea that labeling or classifying an object in no way changes the reality of the object. Have students choose someone and think of all the ways in which this person could be labelled. Do the labels change the person in any way?

23. Have a student report on color symbolism.

24. Take a class survey of what certain colors suggest to the students and compare answers.

25. Lead a discussion on the three categories of symbols--universal, accidental, and conventional. Have students think of examples.

E. Given a group of verbal and nonverbal symbols, the student will deduce the emotional values people tend to place on these symbols.

1. Define a generalization and a stereotype. Have students write examples of each one. Examples: Everybody likes movies. Teenagers are all alike.

2. Explore stereotypes in words. Make a list of words with which people associate certain ideas.

3. Have students list ten common stereotypes that they have observed with an explanation or description of one. Examples: women drivers, Texans, teenagers.

4. Point out the impact on products, places, and/or services of names of illustrious people such as Kennedy Airport, Mae West life preserver. Have students think of other examples.

5. Have selected students research the psychological impact of names such as Judas, Cain, Jezebel, Solomon.

6. Have students collect several advertisements in which each stated purpose seems to conceal some real purpose. Ask them to be prepared to explain the concealed purpose.

7. Lead a discussion of the techniques used for one medium as opposed to another medium such as a newspaper with an oral speech or a film with a poster, etc.

8. Have students write a brief explanation of how each of the following statements show poor thinking and inaccurate classification:

   You can't trust anyone over 30.
   That can't be Mr. Brown riding that motorcycle.
   Teachers don't ride motorcycles.
   If you have seen one ghetto, you have seen them all.

9. Have students note examples of persuasive language directed at them. Ask them to explain which of their desires or values each message attempts to match.

10. Relate to class or have one of the students relate a personal experience in which a stereotype blocked his, or someone else's, clear thinking.

11. Ask students to rewrite an advertisement as it might be written by a disappointed consumer.

12. Have students find an examples of a campaign that was conducted in their community or school to solicit help for a worthy cause. How effectively was propaganda used to gain public support?

13. Review with students the various techniques of propaganda. A video tape, filmstrip, or a film could be used for this purpose. Have students cite examples of each technique.

14. Have students write a speech in which they persuade fellow students to follow a certain course of action. They should identify the propaganda devices they have used.

15. Have students clip advertisements that illustrate the various techniques of propaganda and bring them to class for discussion.

16. Divide the class into groups. Have each group conduct a campaign using several of the propaganda techniques. Use a product, idea, or candidate. Follow-up with a discussion of the techniques used and which campaigns were successful and why.

17. Have students collect examples of propaganda used for causes they approve. Have them prepare a poster display or folder. Do other students agree with the choices?

18. Ask students to collect a series of messages communicated through the graphic arts that illustrate different uses of the variables of color, space, timeliness. Students should analyze the samples and try to determine the kind of audience to which each message is directed and the ways in which the variables have been manipulated to appeal to each audience.

19. Explain loaded words, name calling and glittering generalities and give examples of each. Ask students for examples. Some selections from literature books could be used as examples.

20. Have students choose an interesting person living or dead, and collect details on that person in order to write a short sketch which will give a complimentary or a derogatory slant to that person. They should underline the affective elements.

21. Have a student research and report on the topics "Words Are Weapons" or "Words That Changed the Course of History."

22. Give students a description of a person and something about that person's habits, dress, job, etc. Have them write a paragraph about that person which would give the reader a poor opinion of that person. Ask them to be as specific as possible. Then have them write a paragraph about the same person that would give a favorable opinion. Ask them to analyze what made the difference in the two paragraphs.

F. Given a group of sentences, the student will determine if each is a report, a judgment, or an inference.

1. Distinguish between a report and a judgment. Give students a group of statements to classify. Examples:

   George C. Scott won the Academy Award for Patton.
   The serial "Batman" was changed from 4:00 P. M. to 5:30 P. M.
   The Dolphins are an outstanding football team.
   Smoking can cause cancer.
   Super-Duper soap cleans better than any other.

2. Have students clip a news article from the paper and underline the words that imply judgment or opinion.

3. Give students a group of sentences. They should underline words which imply a value judgment. Then they should revise each sentence to make it more objective.

4. Give students a group of statements containing value judgments. Ask them to underline the words that imply a value judgment and explain what message is conveyed by the word or words.

5. Define and give examples of an inference. Give a group of statements and have students see what inferences they can draw from them. Show pictures of situations and ask students to draw inferences from the pictures.

6. Ask students to read a short detective story or watch a TV version of one and then write a paragraph in which they explain the inferences that the detective drew and the facts on which he based them.

7. Select a student-panel to study and then discuss the news media's use of report, inference, and judgment. Allow class discussion at end of presentations.

G. Given the premise that language is a symbolic system of communication, the student will differentiate between denotation and connotation of words.

1. Ask students to use words that have several meanings in

sentences that would illustrate the different meanings. Some examples of words to use are break, key, run, love, date, batter, dummy, court, fence, cat.

2. Lead a discussion on a group of words with a similar denotation but a different connotation. Examples are saliva-spit; protest-gripe; lie-fib; antique-old; proud-arrogant; neutral-indifferent; thrifty-penny pincher. For the ones that apply, ask the students which one they would rather be called. Why?

3. Many riddles are based on multiple denotations of words. Ask students to collect or make up five. Example: What has two hands and no feet? (clock)

4. Have students conjugate loaded words: Examples: I am stocky, you are plump, he is fat; I stick to my principles, you are stubborn, he is pig-headed.

5. List some words which are used to disguise unpleasantness or low status and present to students. Discuss euphemisms and their association with connotation. Have students compile a list of their own.

6. Give students a group of words that are neutral. Have them give one favorable and one unfavorable word for each neutral word. Ask them to write a sentence explaining their reactions. An example: neutral-resting; favorable-idling; unfavorable-dawdling; neutral-doctor; favorable-physician; unfavorable-quack.

7. Give students a group of sentences. Have them rewrite the sentences so that they have the same essential meaning but make a different impression. If the key words are favorable, they should make them unfavorable and vice versa.

8. Ask students to react to a group of words that have a very strong connotation such as rat-fink, hunky, junkie, conformity, draft-dodger, revolutionary, radical, brainwashed, military and industrial complex. Tabulate their reactions and have them analyze the reasons for their reactions. Would older people react differently to these words? Why?

9. Show the power of words to communicate an idea by expanding a sentence or changing a word or words. Examples:

> The boy broke the window.
> The boy deliberately broke the window.
> The boy smashed the window.
> The juvenile delinquent completely destroyed the window.
> The mischievious boy accidentally cracked the window.

Have students make up examples of their own.

10. Have students write an ad that describes something desirably and then another ad that describes the same thing undesirably.

11. Ask students to rewrite a passage by removing all subjective and connotative language and substituting objective and denotative language.

12. Ask students to go to the local supermarket or drugstore; select a category such as detergents, toothpaste, hair-grooming aids, or cereals; read the labels on five products and note the name and printed material which explains what the product promises to do. Then consider the meaning of all the words used on the labels and write a paragraph describing the connotations suggested by the promoters.

13. Give students a list of statements, phrases, or words that have hidden emotional content. Have them discuss their reactions to the words or statements.

14. Have a discussion on why people change their names and why certain names have been chosen for products.

15. Hold a discussion on labeling. Have students think of examples and discuss the effects of the labels. Have students either relate or write an incident in which a label affected a person for good or for bad.

16. Have students analyze a poem to discover how the author used connotations of words to create a mood or read a selection of description for the author's use of connotative words to suggest mood. Ask students to select the affective elements.

H. Given a group of abstract words, the student will discover that abstract words have many implications and different meanings to different people.

1. Have students choose an item and in five steps classify that item from the most concrete terms to the most abstract terms.

2. Ask students to write informal definitions for two of the following abstractions: love, democracy, despair, happiness, freedom, etc. Compare answers. Discuss why there are differences.

3. Have students relate an incident in which a discussion turned into an argument because the two people involved assigned different meanings to an abstract word or words.

4. Ask students to translate abstract quotations or slogans into concrete statements.

5. Have students choose an abstraction such as freedom, peace, truth or any other and survey a variety of people, asking each one to give a simple definition for the word. They should choose people of different ages, different occupations, and different economic backgrounds. Have them compile their data and write a report based on their results.

I. Given an opportunity to investigate and discuss different levels of language as well as different languages, the student will discover that no one dialect or language is better than any other.

1. Lead a discussion on levels of language. Explain and give examples of each level. Try to prevent stereotyped responses to these labels.

2. Have students write a paragraph on the effect of dialect on them or their reactions to people who use a specific dialect.

3. Hold a discussion on the definition of a dialect and the different types of dialects.

4. Tape record the same person reading a passage and then free talking. Play the tape and have the students compare. The record Americans Speaking could also be used.

5. Have selected students read "Social Aspects of Language: Class, Taboos, Politics" in The Gift of Tongues and report on ideas presented.

6. Show the soundstrip "The Language of Culture" from Linguistic Backgrounds of English Group 2. It shows what customs of dress, food, and religion tell about a civilization.

7. Have a student read about the Whorf hypothesis of language and report to class. Discuss with the class the ideas presented.

8. Show the soundstrip "Your Culture and Communication" from Linguistic Backgrounds of English Group 2 to illustrate how interaction with environment affects communication.

9. Hold a discussion on the idea that language is not static or set--it is always changing. Why does it have to change? See Webster's New Third Edition. Possible reasons why it changes are borrowing, new discoveries and inventions, cultural contact between peoples, historical events and movements.

10. Discuss with students the idea that no one language is superior to another, more difficult, or more dignified.

11. Have students research and report on stereotypes concerning languages such as Italian and Spanish being romantic; Greek, German, or Norse being harsh and cold.

12. Explore with students the following ideas--is my temperament my language, my culture, or what? Is my language my temperament?

13. Lead a discussion on the idea that no one dialect is better than any other. Include pronunciation, grammar, syntax, and vocabulary in the discussion.

14. Point out the vocabulary differences in men and women. Hold up a baby picture and have a boy and a girl describe the picture. Note the differences in the descriptions. Ask a boy and a girl to describe a dress. What words does each sex use?

15. Lead a discussion on the following: Does language influence the way people perceive their world or do people's perception of the world condition the way they have developed their language?

16. Ask students to write an essay in which they discuss their opinions and give evidence that they feel supports their position of the following: There are dialects that parallel the upper, middle, and lower classes.

IV. STUDENT RESOURCES

A. State-adopted textbooks

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C. Media resources

1. Films

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The Deer and the Forest. EBEC. 16 min. color. 1-13872.

English Language: How It Changes. Coronet Films. 11 min. B/W. 1-01147.

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The Hunter and the Forest. EBEC. 8 min. B/W. 1-102191.

Language of the Mute Swan. 1-10371.

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The Linguists. 1-31856.

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Information, Persuasion, Propaganda. Society for Visual Education. Filmstrips plus captions. 40 frames, sound.

Language. Guidance Associates, 1970. 2 color filmstrips and 2 records or cassettes.

Linguistic Background of English, Group 1 and 2. Society for Visual Education. 12 color filmstrips, 6 records or cassettes, and guides.

Understanding Your Language, Group 1. Society for Visual Education. 6 color filmstrips, 3 records or cassettes, and guides.

Words: Their Origin, Use and Spelling. Society for Visual Education. 6 captioned filmstrips.

3. Records

The Changing English Language. Educational Record Sales. 1 12" 33 1/3 rpm.

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Spoken English. Scott Foresman. 2 12" 33 1/3 rpm.

A Word in Your Ear. Folkways.

4. Audio tapes

Listen and Read Tapes: Educational Development Lab.

"The Connotative Power of Words"
"Fact and Opinion"
"Figurative Language"
"Reading Persuasive Material"
"Power of Persuasion"
"Understanding Persuasion"
"Words and Your Senses"

McQueen, Alexander. Drama in Everyday Words. 3-00114.

5. Video tapes

The Changing Dimensions of the English Language. Lesson 15, English 11. Dade County Department of Educational Media. 25 min.

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The Role of the English Language as a Recorder of Human Experience. Lesson 16, English 11. Dade County Department of Educational Media. 25 min.

The Story Behind the Story. Americana Series. Dade County Department of Educational Media. 15 min.

Trends in Modern English Usage. English 11. Dade County Department of Educational Media. 25 min.

The Use of Propaganda and How It May Produce Favorable or Adverse Effects. Lesson 93, English 11. Dade County Department of Educational Media. 27 min.

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6. Transparencies

"Communication at the United Nations." E 11. Dade County Department of Educational Media.

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V. TEACHER RESOURCES

A. Textbooks

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C. Media resources

Communication--From Stone Age to Space Age. Universal Education and Visual Arts. 6 filmstrips.

Developing Language Arts Skills. Educational Record Sales. 2 12" 33 1/3 rpm.

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Linguistic Backgrounds to English, Group 1 and 2. Society for Visual Education, 1971. 12 filmstrips, 6 records or cassettes and guides.

Linguistic Approach to Language Learning. Indiana University. 30 min. B/W. 1-30131.

Listen and Read Tapes. Huntington, N. Y.: Educational Development Lab. (See student references for specific titles of tapes.)

Person to Person Communication. McMurry-Gold. 13 min. Color. 1-10063.

What Is Language? Indiana University. 29 min. B/W. 1-130131.

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